

Why is History Important?

The History department strives to challenge students to live by the school's core values: "Respect, Responsibility, Resilience". We mirror the school's clear expectation that every student will strive to be the best that they can be in all that they do and as a department we will work with students to help them achieve the very best outcomes at all levels.

In order to achieve our aims, we endeavour to:

- Ensure all students make outstanding progress, irrespective of their starting points.
- Ensure all history lessons include relevant challenge, student engagement and a focus on celebrating success.
- Provide all students with the opportunity to study a wide range of engaging topic areas, including British, wider world, thematic and local history.
- Promote independent learning which enables all students to willingly and confidently tackle challenging tasks.
- Provide all students with a positive climate for learning and insist on the highest standards of behaviour at all times.
- Encourage all students to think critically, challenge differing interpretations, interrogate evidence and present alternative arguments about the events and individuals who have shaped the world they live in.
- Provide all students with the support and guidance they need to achieve success.



The Department

- Miss N Nicholls, Curriculum Leader
- Mr C Walker, Teacher of History
- Miss S Lynch, Teacher of History
- Ms. K Foster, Teacher of History
- Miss A Beattie, Teacher of History
- Mrs J Giecco, Department Teaching Assistant (also works in Geography)

What do students learn at Key Stage 3 (content and skills summary)

In Year 7 the curriculum is designed to allow students to gain a chronological understanding of the Early Modern period, whilst consolidating key skills such as knowledge and understanding, second-order concepts, the use of sources and interpretations. Students' study 'The Tudors: 1485-1603', 'Stuart England: 1625-1666' and 'Britain: Health and the People: c1000-1900'.

In Year 8 the curriculum is designed to allow students to gain a chronological understanding of the key events associated with the development of the British Empire and the impact upon the wider world. Key skills such as knowledge and understanding, second-order concepts, the use of sources and interpretations are embedded within the Year 8 curriculum to enhance the knowledge and skills which students have acquired the previous year. Students' study 'The Age of Empire, 1497-1945', 'Expansion, Trade and Industry, 1750-1914', 'Britain and the Slave Trade, 1672-1865' and 'The Civil Rights Movement, 1954-1968'.

In Year 9 the curriculum is designed to allow students to gain a chronological understanding of the key events associated with the development of conflict in the modern world. Key skills such as knowledge and understanding, second-order concepts, the use of sources and interpretations are embedded within the Year 9 curriculum to enhance the knowledge and skills which students have acquired over the previous two years. Students' study 'Germany: democracy to dictatorship 1871-1939', 'The Holocaust, 1933-1945 and modern day genocides' and 'The Cold War, 1945-1950'. The year provides the framework and context for the GCSE course in Year 10 and 11, covering a range of contextual knowledge which students will benefit from if they chose to study the subject at GCSE.

All assessed work in Key Stage 3 covers the four key assessment objectives required at GCSE, with exam questions being structured to enable all students to be appropriately challenged. Learning will be assessed through a combination of teacher, peer and self-assessment, using pop-up quizzes, practice and unseen assessment questions. Home learning tasks will be used to extend students' knowledge and understanding, as well as building upon their interest in key events and individuals.

Key Stage 4 course summary

In Year 10 students study 'Germany, 1890-1945: Democracy and dictatorship' and 'Conflict and tension between East and West, 1945-1972'. Both feature on the Paper 1: Understanding the modern world exam, enabling students to understand key developments and events in modern world history. The curriculum is focused on developing four key assessment objectives: AO1 knowledge and understanding, AO2 second order concepts, AO3 sources and AO4 interpretations. Students complete a range of unseen exam questions, practice questions, pop-up quizzes and home learning tasks to consolidate and extend their learning. All practice questions, home learning tasks and pop up-quizzes are peer assessed and all unseen and mock examination questions are teacher marked, followed up with self-assessment by the students. Learning experiences outside of the classroom include an optional visit to Berlin and a talk in school from a Holocaust survivor.

In Year 11 students study 'Britain: Health and the people: c.1000 to the present day' and 'Elizabethan England c.1568-1603'. Both feature on the Paper 2: Shaping the nation exam, enabling students to understand key developments and events in the history of Britain. The curriculum is focused on developing four key assessment objectives: AO1 knowledge and understanding, AO2 second order concepts, AO3 sources and AO4 interpretations. Students complete a range of unseen exam questions, practice questions, pop-up quizzes and home learning tasks to consolidate and extend their learning. All practice questions, home learning tasks and pop up-quizzes are peer assessed and all unseen and mock examination questions are teacher marked, followed up with self-assessment by the students. Learning experiences outside of the classroom include an optional visit to the Thackeray Medical Museum in Leeds.

Key Stage 5 course summary

The Year 12 curriculum includes a breadth and depth study which test Part 1 of the full A-level course. Students' study 'The Tudors: England, 1485-1547' and 'The American Dream: Reality and Illusion, 1945-1963', completing a 1 hour and 30-minute exam in both units. Each unit requires students to complete an essay question from a choice of two and an interpretation/source evaluation comparison question in the Tudors and America papers respectively. Students' learning is assessed through a range of essay, extract and source based questions, which are made up of part, full and unseen timed responses. Mark schemes are shared with the students to enable peer, self and teacher assessment to take place. Home learning is built into the curriculum to refine students' knowledge, understanding and exam technique.

Year 13:

The Year 13 curriculum involves a continuation of the breadth and depth studies from Year 12, with the addition of further content and skills development. Students' continue with and extend their study of 'The Tudors: England, 1485-1603' and 'The American Dream: Reality and Illusion, 1945-1980', completing a 2 hour and 30-minute exam in

both units. Each unit requires students to complete two essay questions from a choice of three and an interpretation/source evaluation question in the Tudors and America papers respectively. An addition to the A-level course is the introduction of a Non-Examined Assessment piece (NEA) which is a 3500-4000-word response to a question based around one of the following topic areas; the collapse of British rule in India; the rise and fall of Communism in Central and Eastern Europe or the changing role and status of women in the 19th and 20th centuries. Students' learning is assessed through a range of essay, extract and source based questions, which are made up of part, full and unseen timed responses. Mark schemes are shared with the students to enable peer, self and teacher assessment to take place. Home learning is built into the curriculum to refine students' knowledge, understanding and exam technique.

Outside the Classroom

This year we have offered the following enrichment opportunities:

- Year 11 GCSE visit to Berlin (3-day residential)
- Year 11 GCSE visit to the Thackeray Medical Museum in Leeds (full day)
- Year 13 visit to Auschwitz with the Holocaust Education Trust (full day plus two additional days for pre and post visit workshops)